ERIC Document Resume | **See instruction Sheet** | DATE OF RESUME | DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER: ED002624
2. ORIGINATOR CONTROL NO(S).: N.A.
3. IDENTIFICATION NO.: N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Kradel, Sara F. and Thompson, James N.

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

5. TITLE OF DOCUMENT ABSTRACTED: A Teachers Guide: Homemaking Education for Migratory Farm Children

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

6. PUBLICATION TITLE: N.A.

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Vocational Division Department of Education
ST. New Brunswick, New
CITY, STATE Jersey
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE Vocational Division Department of Education, New Brunswick, New Jersey

OTHER ERIC REFERENCES:

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	7/ 61	49

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Teachers Guide

16. INDEXING TERMS (6-12)	adult education	objectives		
manual	elementary education	materials		
home economics	secondary education	disadvantaged youth		
special education	curriculum	migrant children		

17. ABSTRACT (MAX. 250 WORDS)

Programs are divided into three categories: children up to ten; children ten to sixteen (seventeen for boys); and adults. Each category considers boys and girls separately. The objectives of the courses for girls and women are to help them achieve satisfaction through making the most of what they have on hand, to help them become better citizens by learning about the community and resources that are available for their use, to develop skills that will lead to better habits of health and living, and to encourage development of habits and attitudes that will enable them to become better home and community members. Objectives of the courses for boys and men are similar to the above, but they include: the development of resourcefulness in selecting, buying, and using materials and services; the development of safe working habits; the exploration of community resources for educational and vocational guidance; and the development of self-confidence.

Units for the girls are on housekeeping, cooking, sewing, gardening, money management, pre-natal care, and child care. Units for boys and men are on home mechanics, safety, and first aid. Minimum equipment, materials, construction plans, and reference materials are suggested for each area.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC Form 1

Migrant Education - State Reports - New Jersey

Return to:
Migrant Ed. Research Project
Colo. State Dept. of Ed.
Cat. No. ________

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
VOCATIONAL DIVISION

ED002624

A TEACHERS GUIDE

HOMEMAKING EDUCATION

FOR MIGRATORY FARM CHILDREN

LIBRARY

SPONSORED BY
THE DIVISION OF HOME MISSIONS OF THE
NATIONAL COUNCIL OF CHURCHES
NEW JERSEY COUNCIL OF CHURCHES
THE TURRELL FUND

PREPARED BY
SARA F. KRADEL
JAMES N. THOMPSON

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

VOCATIONAL DIVISION - CURRICULUM LABORATORY
NEW BRUNSWICK, NEW JERSEY

J0595

State of New Jersey
Department of Education
Vocational Division

A TEACHERS GUIDE

HOMEMAKING EDUCATION

FOR MIGRATORY FARM CHILDREN

Sponsored by
The Division of Home Missions of the
National Council of Churches
New Jersey Council of Churches
The Turrell Fund

Prepared by
SARA F. KRADEL
JAMES N. THOMPSON

Vocational Division - Curriculum Laboratory
New Brunswick, New Jersey

JULY, 1961

ED002624

TABLE OF CONTENTS

Page

Foreword 1

Introduction 2

History 3

Steps in Planning 4

Suggestions for the Teacher 8

Program with the Girls 12

Program with the Women 17

A Summary of "To Dos" or "To Makes" 18

Suggested Materials 19

Minimum Equipment 20

Inexpensive Foods 21

Recipes 22

Bibliography 37

References 38

Program with the Boys 42

Safety and First Aid 43

Home Mechanics 45

Program with the Men 52

Suggested Materials and Equipment 53

Construction Plans 56

Bibliography for the Students 63

Bibliography for the Teacher 65

FOREWORD

The migrant farm worker and his family have been an integral part of our agricultural economy for many decades.

Very little research has been done concerning the educational needs of the migrant farm worker and his children.

Any educational program to be effective must be developed as a result of a careful study of the realistic needs and potential abilities of both the parents and the children.

This guide is the result of a number of years of experimental teaching and study carried out at Cedarville, New Jersey by the two dedicated teachers, James Thompson and Sara Kradel, with the financial support and encouragement of the National Council of Churches through the personal efforts of Edith E. Lowry, Monica Bowen and Reinhardt Van Dyke, and the counsel and advice of New Jersey Assistant Commissioner of Education, Dr. Albert E. Jochen and the Director of the Curriculum Laboratory of the Vocational Division of the State Department of Education, Benjamin Shapiro. The Turrell Fund made generous grants to the National Council of Churches to make this project possible.

It is hoped that this effort will serve to encourage others to initiate and continue research to the end that our migrant workers and their children shall have good opportunities to become educated.

Albert E. Jochen
Assistant Commissioner of Vocational
Education
New Jersey Department of Education

INTRODUCTION

This is a time when understanding the peoples of the world is very important. Where is there a better place to begin than here at home?

We have in this great country of ours approximately two million people who need to be understood and who are craving help and understanding. These are the migrant workers, who are very important to our nation's economy. They have been neglected and misunderstood; they have been outcasts, not accepted by the communities in which they have worked. They forego a settled home life to perform the important duty of gathering the crops.

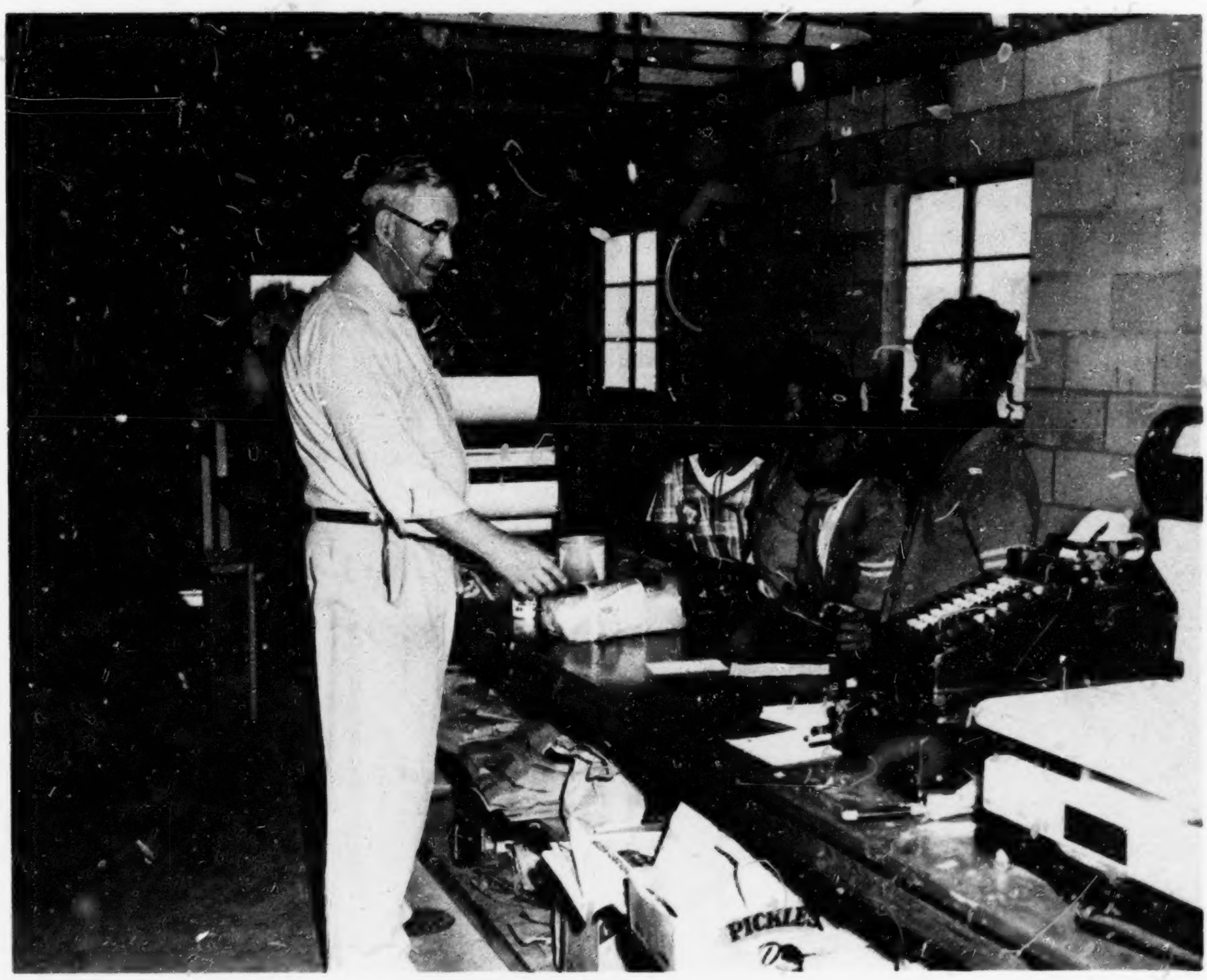
They move northward each spring, picking fruits and vegetables as they go. With their few possessions and children they travel in all sorts of conveyances, including old trucks, buses and cars, following the ripening crops. They always hope that the picking will be good, the harvest plentiful, and the weather favorable. When the need for their services is over in one place they move on to another. In winter they return south to gather the crops there.

In all of this travel, children are neglected - in physical care, schooling, and home life. Mothers are overworked and fathers are frequently not able to earn enough to support their familes adequately. Children are taken to work for long hours in the fields or are left in charge of small children in their cabins.

These conditions have been a real challenge to the Christian people of this country, who forty years ago recognized the problem and determined to do something about it. Recently they have set up a program of homemaking instruction in New Jersey. This experiment was "homemaking" in every sense of the word. The boys and girls built, painted, planned, and furnished a small experimental home. They kept house there for a few hours five days a week for six to eight weeks.

The program was conducted for three consecutive summers. The first two summers boys and girls from 10 to 16 years were invited to participate. The third summer, classes of adults were included at their own request.

The material following is based on the experiences of the three summers in the hope that it may be helpful to those who choose to set up similar programs elsewhere.


PICKLES

HISTORY

A program of demonstration and instruction in family living and home mechanics training was introduced to the migrants in Southern New Jersey in June, 1957. Classes were held each evening at camp. The farmer gave permission to use any of the surrounding ground and donated the use of one 10' x 12' building.

Several visits were made to the camp before the program began. These visits were made to become acquainted with the farmer and the migrants, and to get some knowledge of the community in which the camps were located. These visits also provided opportunity to learn about the needs of the workers and the facilities for carrying out plans that would have to be evolved.

The 1957 program ran for a period of six weeks. In 1958 and 1959 classes were conducted for a period of eight weeks.

After establishing good relationships with the farm owners it was necessary to win the confidence of the migrants, treating these workers with respect and extending the hand of friendship.

It was also necessary to set up a flexible program to meet the needs of the group and to cope with the irregular working hours of the people. To operate on a limited budget was a further problem.

The 1957 program was mainly concerned with the children of two camps. After working in the fields all day they would attend classes whenever possible. The attendance varied according to the working schedule of each particular day. Interest and enthusiasm ran very high.

The girls were taught many phases of homemaking. They included in their work sewing and mending; the planning, preparation and serving of nourishing and economical meals. Care of the home, health and safety, manners, money management, child care, and good citizenship were also a part of the discussions.

The boys were taught carpentry and home repairs. A 12' x 12' building was constructed during the course of the summer by the boys.

STEPS IN PLANNING

It is necessary first of all to get permission to operate the program from the owner of the farm on which the program will be held. Full cooperation on the part of the camp manager is also important. Since these are busy men it is wise to make appointments in advance and to keep the visits short and to the point.

In order to gain understanding and acceptance of the project a full explanation of the purpose must be made: that it will try to teach respect for the property in the camp, as well as some of the basic elements of good citizenship, and that better health standards will be stressed.

The grower needs to understand that the project will help the people toward greater efficiency and will teach them how to make repairs during their leisure hours.

It is good to have a building, possibly a cabin, in which to work. If a house is to be built, the owner will need to donate a suitable space for it.

The next step is to gain the confidence of the workers themselves. Because of previous exploitation they may be suspicious at first. It is important to have a sincere and genuine interest in the worker, his family, and his work. The nature of the planned activities needs to be discussed and it must be clear that classes will not interfere with work in the fields.

The people need to know when the first class will be held and they must be encouraged to come out and see what it is all about. The first meeting must be uniquely interesting for boys and girls or for adults, as the case may be. All of them enjoy taking something home with them. This may be an attractively colored recipe booklet or a small sewing bag for the girls and the women. Many church groups are willing to donate such things and if they are available for the first meeting, it is a tremendous help in creating enthusiasm. The boys and men can take home small useful objects they have made in carpentry class.

This first class must not be too long, but it can be used for finding out the interests of the group - where they have come from, their opinion of the area in which they are working, their names and some idea of what they would like to learn in class.

It is very helpful to win the cooperation of merchants in the area. Materials will be needed from time to time and with a limited budget to work with it is important to get this material as cheaply as possible.

Many business men are cooperative after they learn about the project. They give special discounts or donations of needed supplies as most of them are definitely interested in anything that will improve conditions and relationships in the community. A great many people who live close to the camps do not know much about these harvesters of the crops. A good way to inform them is to get the cooperation of the local churches, set up a meeting and invite the people of the community. Such meetings can be extremely helpful in creating understanding of and a desire to help these part-time citizens of the community. In helping the migrant, they help themselves.

When these preliminary steps have been taken, permission from the farmer has been obtained, confidence of the migrants has been won, and members of the community understand the project, it is time to start gathering equipment and supplies. The classroom must be set up to duplicate the equipment in the cabins if the work is to serve its purpose and the needs of the people are to be met. A visit to second-hand stores in the area will produce many of the items needed, and the utility companies will be extremely helpful.

When a building in which the girls can work has been found, it is time to plan together what is needed to make the classroom attractive, clean and orderly. Discussion will inevitably follow. Where shall we get the needed material? What is needed? How shall we go about getting it? The children may know of sources. Certainly the teacher will have some information to offer.

The children should go along on at least a part of the shopping tours as this helps to give them the feeling that this really is their program. They begin to feel they are a definite part of it, and that they are important. Then they take pride in doing a good job and in keeping possessions in good condition. Shopping tours help the people of the community to get acquainted with the migrants. They begin to realize that if they are accepted by the community they will become more reliable citizens and fewer problems will arise because of their presence there. A better relationship develops and this does a great deal for the morale of the migrant.

Early in the course of the work it is wise to collect certain data that will help in planning a worthwhile program. It is a good idea to carry a clip board on which to make notations that will tell a great deal about members of the class, their home life, their special problems, their needs.

In developing a homemaking program for migrants, there is no hard and fast rule to follow. The program must be flexible so that it can be adapted to meet the various needs of the people. Decisions must be made about the length of the course, of the days and hours when sessions will be held. Some of these questions will only be answered as the classes progress, for the amount of field work and weather conditions are determining factors.

To adapt the courses to meet the realities of migrant life the teacher must become familiar with the camp itself. It is not unusual to find an entire family of from two to eight children and their parents living in one or two small rooms with no refrigeration, a two-burner oil or gas stove, perhaps no oven, no table, and no provisions for privacy. Their storage space for their few meager belongings is very inadequate. The water is often carried from a hydrant some distance from their dwelling. Very often there is no provision for the proper disposal of waste water. Garbage and waste disposal facilities are often lacking completely or are inadequate. This means bad odors, unhealthy conditions, and breeding places for flies and mosquitoes. The quarters, besides being small, are hot, with too few windows and little protection from insects.

At first it may seem like an impossible task to better these conditions, but with some ingenuity and effort on the part of the teacher and the cooperation and respect of the families, many things can be done.

Very early in the program it is important to make the acquaintance of the doctor, the health nurse, and the police. This can be of great help in case of emergency. These individuals can give important information about the general health conditions of the camp, including inoculations needed or given.

In planning to get all of this into a busy day it may be necessary to divide the children into age groups, working with the small children early in the day so that the older ones can have full attention when they return from their day's work in the field.

Since this project is not compulsory it needs to be made very interesting, with emphasis on the positive rather than the negative.

Other suggestions that may be helpful include the establishment of a good credit rating by paying bills regularly and on time. The keeping of accurate accounts is a must. This simplifies the filing of the final report. If two teachers are working it is a good idea to divide the work. One can keep all the accounts, and the other can take care of pictures. Of course each should keep a diary and a careful record of the day's activities and accomplishments.

A suggested outline for the final report might include:

1. Title page
2. Emergency numbers and addresses
    a. Doctors
    b. Community nurse
    c. State police
    d. Magistrate
3. Planning the program
4. Case studies
5. Diary
6. Accounts
7. Summary
8. Picture story

SUGGESTIONS FOR THE TEACHER

The success of any homemaking program for migrants depends on the teacher and what he does to make the program and classes interesting and appealing for the people who participate.

The teacher should:

Dress suitably in simple work clothes.

Be genuinely enthusiastic. It is useless to make a pretense of enthusiasm.

Cooperate with fellow teachers.

Be friendly with each person in the group. The greatest troublemaker may have the most unfortunate background and may need friendship most.

Be "personally impersonal." Being overfriendly lays one open to the charge of having "teacher's pets."

Planning

There may be times when it will be necessary for the teacher to work alone in planning and conducting a program, but the most desirable procedure is to have a committee, a council or a group of assistant leaders, made up of representatives from the larger group to help make plans. Planning with people rather than for them helps to assure a successful program.

Before making plans, the teachers and their assistants, be they juniors or adults, volunteers or paid workers, should have a conference and ask themselves these questions:

Who? Whom are we trying to serve or teach? What ages? Which sex - number of each? What background? What likes and dislikes? What previous experience - successful? Unsuccessful?

Where? Indoors - size of space? Advantages? Disadvantages? Outdoors - suitable? Unsuitable? Transportation difficulties?

When? Hours? Day? Week? Month? Season?

Why? Education? Homemaking education? Safety? Counseling? Health? Sanitation? Entertainment? Recreation?

How? What teachers? What helpers? What materials? What supplies? What refreshments, if any?

After asking and answering these questions to the best of their abilities, the teachers and helpers should begin to formulate the program and select suitable activities based on the answers already given.

Invitation Committee - if the classes or program is an invitation one. Otherwise a publicity committee is used to spread the word.

Refreshment Committee - to plan, order, prepare and serve refreshments.

Program Committee - to plan what activities shall be used.

Clean-up Committee - to clear, clean and wash up, returning anything borrowed.

After the class sessions, the teacher should sit down with the committee members and evaluate the classes or class sessions, deciding what was successful and what could be improved next time. Getting other people involved in the planning and carrying out of the program is the best way to develop new leaders within the group.

When the Time Comes

The teacher should:

Be in evidence. When planning the program be sure to arrange for a distinctive emblem, badge or identification for you and your helpers to wear.

Be prepared. Be sure to gather all equipment and supplies ahead of time, and don't have last-minute rushes.

Be rested. Don't hurry and worry up to the minute the students begin to arrive. Try to get all preparations completed ahead of time.

Use the first few minutes to check all details. Use the odd moments, the margins of time, all through the program to become better acquainted with the students.

Draw out the early arrivals, get them to express themselves, to tell what they like and dislike, what they have done recently, what they would like to do. Learn, if you can, their pet "peeves," the things that thrill them. Adjust the classes as much as possible on the basis of this "pulse-feeling."

Find a place for everyone. Every group has its misfits, those who are too shy, too noisy, very slow, very quick, very aggressive. Try to spot them early and find a niche for them. One of the best answers is to give them activity, something to do with their hands, such as unloading teaching equipment and supplies and carrying them from car to class location, helping arrange the classroom or outdoor space, or if dependable, being captain or leader of the group.

Scatter the helpers in the group where their abilities or knowledge, or your own instructions will give the best results.

Give as much responsibility as you can to helpers and students. Give each only as much as he is ready to take and to handle successfully.

Give credit. Be sure to thank all those who take part.

Given an enthusiastic leader and students, the next requisite for a successful class is a plan. Here, again, certain basic rules make the classes easier for the teacher and more fun and more worthwhile for the students.

> Plan the program and classes in detail. Do not try to fill even a short period without setting down the order of class activities on a card or slip of paper, so that progress may be made quickly from one step to the next.
>
> Have an abundance of material. It is better to omit some steps in lesson plans than to run short.

Conducting the Class

Some Questions and Answers for the Teacher

Where to Start - Start a class in an assigned room or an open space near the center of the camp. If classes are held out-of-doors, start a class near a platform, the steps of a building, or in the shade of a large tree.

When to Start - Always on time, when the first two or three people arrive. Never start late and never keep people waiting until all have arrived.

What to Do - Think through carefully what you are going to do and say to break the ice. Plan the first class step by step. Know how you are going to present it and to organize it. Be sure you know the subject and materials that will be presented and used.

The Teacher's Attitude - Always keep in mind the old saying, "You can catch more flies with honey than with vinegar." Never blow the whistle unless the class demands it, then make it short and sharp. Don't be a traffic cop. Don't be bossy. Don't drive.

How to put people at their ease - Bring in the shy ones and the late comers with a personal word or get a helper to encourage them to join the group. Give the shy ones something to hold on to or do with their hands. Praise people, but always be sincere in the praise.

How to Emphasize Instructions - Instead of repeating instructions, carefully and slowly ask the group what to do first, second, and so forth. In this way instructions are repeated, the attention of the class is held, and the noisy ones are given a chance to use up their excess energy by shouting the answers.

How to Control Noisy Participants - Such people are seldom really antagonistic. They may be show-offs or have too much energy. Never boss them, or "bawl them out," but persuade them into cooperation.

How to Give Directions - Give students time to think. Speak slowly when they must digest what you tell them. Speak clearly at all times. Pause frequently.

PROGRAM WITH THE GIRLS

Homemaking is a very important part of the training of every girl as the home is the basic unit of our society. We must try to reach not only the privileged but the underprivileged with this training. Migratory farm workers, those "People of the Road," as they have been so fittingly called, certainly deserve our attention. We should present Homemaking material in language that they can understand and in such a way that they will want to absorb it and carry it over into their own homes.

If we establish certain general goals and work toward them, it will help us to realize much of this philosophy. Let us:

Encourage the girls and help them understand how to achieve happiness and satisfaction through appreciating and making the most use of the things they have on hand.

Encourage them to become better citizens by learning about the community and resources that are available for their use.

Encourage the girls to develop skills that will lead to better habits of health and living.

Encourage development of the habits, attitudes, and desires that will enable them to become better home and community members.

Girls -- 7 to 10 years

Girls of this age are very enthusiastic about being in this kind of program. Most of them have had very little opportunity for the kind of play that all children enjoy. They have had to take on adult responsibilities much too soon. It is possible to give them some child life and at the same time help them be better family members. Many things in their environment may be used for good wholesome enjoyment.

An important objective in planning for this group should be to help them become happy, contributing family members, using things at hand to satisfy the desire for play and in helping to meet family needs.

TETLEY
TEA BAGS

Specific Objectives Include:

Giving opportunity to practice sharing with others

Developing some basic sewing skills

Teaching some basic health rules about

- The kinds of food that are best
- How to keep the body clean
- The care of clothes

Teaching basic personal social relations, including respect for others' possessions, the care of things in the home, and the cooking and serving of meals.

1. Learning About Keeping Healthy:

    food
    sleep
    exercise
    cleanliness

2. Suggested Projects:

    Washing the windows in the cabin

    Washing the dishes and cleaning up properly after serving

    Regular daily dusting of the furniture

    Keeping the floor clean

    Practicing hanging up clothers and putting things in their places

    Keeping the sewing boxes neat

    Caring for younger children (there are always small children around)

    Planning and playing games that the family can play together

    Planning and serving picnic lunches and simple refreshments to the group

    Making dolls and doll clothing

Girls -- 10 to 16 years

The interests of this age range are wide and varied but because time is at such a premium the girls must of necessity be put together in a single class. With careful planning they may work at different projects suited to their particular abilities and interests. Members of this group are definitely concerned with sex. Indeed some are already mothers or will be married soon. These girls desperately need help in all kinds of homemaking skills. Some will be very much interested, others may need a great deal of motivation.

A very important objective in planning for this group most certainly is to help them to become better homemakers and to achieve a more satisfying life.

Specific Objectives Include

Helping them to learn how to make the best use of the things that are available

Acquainting them with foods necessary for proper nutrition and the proper methods of preparation and serving of these foods

Helping them to understand the rules of sanitation and health and how they may achieve these

Creating a desire to make and to take proper care of their clothing and teaching them methods of doing so

Helping them to become wise shoppers

Helping them to improve their personalities by trying to develop desirable traits

Developing a sense of pride in their own personal care, home care, and care of the surroundings

Suggested Projects

Trips to local grocery and dry goods stores

- Discovering what is available
- Studying and comparing various brands of food, etc.
- Looking for the best buys, special sales, etc.
- Purchasing supplies, using a list made in advance
- Selecting and buying equipment and furnishings for the classroom

Planning for the use of readily available fruits and vegetables

- Use in daily menus
- Preserving fruit and vegetables

Visits to second-hand stores for equipment that the girls can paint and fix up for the classroom

Planning, preparation and serving of meals

- Study of food nutrients and the foods that supply them
- Use of the Basic Four as a guide
- Figuring the cost of different types of meals
- Cooking one-dish meals, stressing economy of fuel
- Using foods available on the farm, emphasizing the value of serving foods in season
- Economical cooking such as making jelly out of the skins of apples used for applesauce

Making curtains, skirts, blouses, dresses, and clothing for small children

Studying color combinations, launderability, and suitability of materials for their particular uses

Repairing and washing clothes

- Darning socks, sewing on buttons, mending tears, and altering hems
- Removing different kinds of stains

Learning good health practices

- Washing hands before handling food
- Preparing food to conserve the food value
- Eating a variety of foods
- Getting the proper amount of rest
- Bathing
- Caring for the teeth

Disposing of waste in the camp

- Garbage
- Waste paper
- Tin cans

Learning to care for stoves, cupboards, floors, walls, woodwork, and furniture

Making and planting window boxes; planting and caring for flowers around the cabins

Learning to work together with consideration, unselfishness, and courtesy

All of this sounds like an impossible task in such a short time and in the small or inconvenient quarters that are usually available, but if careful planning is done, it can be accomplished. It is necessary to have girls working at different projects at the same time. Some may be sewing; others cooking, others working on the grounds. It is always possible to have some of the more responsible girls act as aides.

PROGRAM WITH THE WOMEN

The women in the camps always show a great deal of enthusiasm about the work. They express a desire to have an opportunity to take part in a similar program. The third summer of the project we included them. We set aside two evenings a week for "Ladies Night." This meant less time for the girls but gave a greater number of people an opportunity to benefit from the program.

As we observed the conditions in the camp, we felt such a program would fulfill needs for encouragement, direction, and specific instruction. Since time was very limited, it seemed best to do something that would benefit the children as well as adults. Mothers needed help in prenatal and child care. Some very much wanted to sew. They were especially interested in making clothes for their children.

The main objective was to teach mothers better prenatal and child care.

Work was concentrated on making childrens' clothing and skirts for mothers. Perhaps of major importance were the informal discussions as we sewed; discussions of child care, home care, sewing, money management, nutrition, and many other things of interest to the women as wives and mothers. They had many questions to ask and seemed to receive a great deal of benefit from these little sessions. They surely expressed a great deal of appreciation. They seemed to benefit from seeing how the girls had furnished their little "house." They talked about how nice it was, and how they could do the same things.

A SUMMARY OF "TO DOS" OR "TO MAKES"

Ages 7 to 10

Rag dolls and doll clothes
Woven pot holders
Needle books
Flower vases from bottles
Braided mats
Aprons

Ages 10 to 16

Skirts, blouses, dresses, shorts, or any other useful garments that their abilities will permit
Curtains
Braided rugs; these may be started in class and completed at home
Paint furniture
Plant window boxes and other flowers around house
Care of household equipment
Put up shelves and arrange supplies conveniently
Plan the storage of food and supplies
Plan and serve attractive and nourishing meals
Care for and repair clothing
Shop for material, clothing, food, equipment, and supplies
Care for young children

Women

Make, care for, and repair clothing
Plan how to make money go farther
Study prenatal and child care
Plan healthful and inexpensive meals

SUGGESTED MATERIALS

Scraps of cloth, ribbon, yarn, rickrack, lace, and any other material that the girls can use in making doll clothes. Sewing supplies, such as pins, needles, thread, tape measures, scissors, tracing paper, tracing wheel, rulers, and yardstick or hem marker.

Cigar boxes for storage of small sewing supplies. The girls can print on the end of the boxes the names of articles stored inside so they can see at a glance what is in each box. Plastic bags for buttons, tapes, and other similar articles. Hung on the wall on nails, these can be easily seen even when the little house is crowded with people, and are convenient to reach.

A spool rack hung on the wall is helpful for holding thread of different colors and convenient to get at when quarters are crowded. This is a simple frame of 1 x 2 strips, with strips placed far enough apart to take the height of a spool of thread. Nails are driven up through strips and serve as spool pins.

Long narrow boxes made of plywood with hinged lids serve as benches and storage boxes for materials. The girls can make these.

Shirt boxes, bought at a men's store, make good boxes for the girls to keep their sewing in. Names or numbers can be placed on the end so they can find their boxes very quickly. These boxes can be kept on shelves on the wall.

Books to file recipes

Books and magazines suitable for the girls to read

Pencils and crayons

MINIMUM EQUIPMENT FOR A HOMEMAKING PROJECT

Plates
Soup bowls
Glasses and cups
2 Meat platters
Knives, forks, and spoons - enough for the participating group
2 Tablespoons
2 Oblong cake pans
2 Muffin tins (12 cup)
Slaw cutter
Paring knife
Butcher knife
Wooden spoon
Potato masher
Sieve - it may be used as a flour sifter
Can opener
2 Dish pans
Tea kettle (not necessary but very convenient)
2 -1 qt. sauce pans
2 or 3 -6 qt. kettles
1 or 2 large pitchers
Water bucket and water dipper
Pancake turner
Cookie sheets
Funnel - if oil is used
Scrub bucket, mop, scrubbing brush, broom, and rags
2 Wash basins and soap dishes
Clock
Table and benches; at least one chair for the sewing machine
Sewing machine and sewing supplies
Small work table
Stove and oven
Ironing board or pad for the table
Iron
Wash tub
Scrubbing board

SOME INEXPENSIVE FOODS TO LEARN TO PREPARE

Macaroni and cheese

Baked beans

Meat stews

Spaghetti

Creamed hamburger

Sauerkraut and wieners

Vegetable soup

Potatoes in jackets or baked potatoes, if the families have ovens in their cabins

A complete oven meal, to save space and fuel

Creamed soups; vegetables from the farm may be used

Eggs in many ways; cracked eggs are cheaper

Cookies, cornbread, and other baked goods

Cornstarch puddings

French toast (one way to use dry bread)

Jelly (the girls can often pick fruit on the farm)

Biscuits

Pickled beets

Cabbage with bacon or an inexpensive ham bone

Baked apples and fruit dumplings

Apple sauce

Cole slaw

Pancakes

Sandwiches of many kinds

RECIPES

QUICK BREADS

Cornbread

- 1 C. sifted all-purpose flour
- 1 C. yellow cornmeal
- 4 t. baking powder
- ½ t. salt
- ¼ C. sugar
- 1 egg
- 1 C. milk
- ¼ C. melted shortening, cooled

Turn the oven to 425°.

Sift the flour, cornmeal, baking powder, salt, and the sugar together.
Beat the egg; add melted shortening, and milk.
Combine the dry ingredients with the egg mixture and stir until well mixed.
Pour into a well-greased cake pan 8" by 8" by 2" and bake in a preheated oven (425°) for 20 to 25 minutes.
Serve hot.

Cornmeal Muffins

Recipe for cornbread

Follow the same procedure except oven set at 400°.

Pour into well-greased muffin pans, filling each cup two-thirds full.
Bake in a preheated oven (400°) 20 to 25 minutes.
Serve hot.

Blueberry Muffins

$1\frac{3}{4}$ C. sifted all-purpose flour
$2\frac{1}{2}$ t. baking powder
$\frac{3}{4}$ t. salt
2 T. sugar
$\frac{1}{2}$ C. milk
1 egg
$\frac{1}{3}$ C. melted shortening
1 C. fresh or well-drained frozen blueberries
3 T. sugar

Note: Remember that stirring muffins just enough to moisten the flour and distributing the berries makes a better muffin.

Set oven for 400°.
Wash and drain fresh berries. Drain frozen berries.
Add 2 T. sugar and mix.
Sift the flour, baking powder, salt, and sugar together.
Melt the fat and cool.
Beat egg, add milk, and beat.
Add fat to milk mixture and then add all to flour. Stir enough to moisten flour.
Add berries to batter and mix gently.
Place in well-greased muffin pans.
Sprinkle 1 T. sugar on the top of the muffins.
Bake at 400° for 25 minutes.

BISCUITS

2 C. sifted, all-purpose flour
4 t. baking powder
1 t. salt
4 T. shortening
$\frac{3}{4}$ C. milk

Preheat the oven to 450°.
Sift and measure the flour, add salt and baking powder, and sift together into a bowl.
Cut the shortening into the dry ingredients until crumbly.
Add the milk to make a soft dough.
Turn on a slightly floured board, knead a few times and roll gently to $\frac{1}{2}$ to $\frac{3}{4}$ thick.
Cut biscuits with a floured biscuit cutter (a glass or sharp edged can may be used).
Place on an ungreased baking sheet.
Bake until lightly browned (about 12 minutes).

Butterscotch biscuits may be made by spreading the rolled dough with butter and sprinkling generously with brown sugar and cinnamon. Roll as a jelly roll. Slice into $\frac{3}{4}$ inch slices. Place on a well-greased baking sheet and bake as for biscuit.

HOT CAKES

Makes 12 to 15

1½ C. sifted all-purpose flour
3 t. baking powder
2 T. sugar
¾ t. salt
1 egg, well beaten
1¾ C. milk
3 T. melted fat

Sift and measure the flour, add salt, sugar, and baking powder and sift together into a bowl. Make a well in the center.

Beat egg until light; add milk and melted shortening.

Pour liquid mixture into well and stir until batter is well blended.

Heat griddle or skillet until drops of water roll around like quick silver. Reduce heat.

Grease skillet if it is iron. Aluminum skillets do not need greasing.

Drop by spoonsful or pour from a pitcher, making each cake about the size of a cup.

Turn pancakes with a pancake turner as soon as the top is covered with little bubbles.

Serve at once with butter or fortified margarine, syrup, strained honey, sugar, or preserves.

FRENCH TOAST

8 slices, day-old bread
2 eggs, well beaten
1¼ C. milk
½ t. salt
4 T. bacon drippings or other fat for frying.
Beat the eggs; add salt and milk

Heat a heavy skillet over a medium heat and melt some fat in it.

Cut each slice of bread in halves.

Dip each piece of bread in egg mixture and place in a heated skillet.

Fry bread until golden brown, turning each piece over as the first side is browned. Add more fat when necessary. The skillet should have just enough fat to brown the bread nicely. It should not stick or be swimming in fat.

Note: This is a good way to use dry bread.

Applesauce

Select a tarty apple to make the apple sauce
Wash thoroughly
Quarter and remove all bad spots

If you have a food mill, cover the apples with water and when cooked, put through the mill. Add enough sugar to make the sauce of the proper sweetness (this will depend upon the tartness of the apples). If a food mill is not available, quarter, core, and peel thinly. Put enough water on the apples almost to cover them. When tender, mash with a potato masher. Sweeten to taste.

MAIN DISHES

Scrambled Eggs (2 servings)

4 eggs
4 T. milk
½ t. salt
⅛ t. pepper
1 T. butter, margarine, or drippings

Mix eggs, milk, salt, and pepper with a fork.
Heat butter in a skillet just hot enough to sizzle a drop of water.
Pour in egg mixture; reduce heat, cook slowly, lifting from the bottom and sides as the mixture thickens.
Cook until the eggs are thickened but still moist, 5 to 8 minutes.

Baked Beans (6 servings)

2 C. dried navy or lima beans
1 medium onion
3 T. brown sugar
1½ t. salt
½ t. dry mustard
½ C. molasses
½ C. catsup
7 C. water
6 strips bacon or salt pork

Wash and soak beans overnight in enough water to cover them.
Drain the beans, cover with water and simmer until skins crack when blown upon.
Place the beans in a casserole.
Add sugar, salt, mustard, molasses, catsup, and bacon or salt pork; mix gently.
Place onion on top of beans, cover and bake in a preheated oven 200° for about six hours.

Scalloped Potatoes

$2\frac{1}{2}$ C. pared and sliced (thinly) potatoes
$1\frac{1}{2}$ C. medium white sauce

Turn oven to 350°.
Grease a casserole with margarine.
Place potatoes in the buttered dish.
Prepare the white sauce.
Pour the sauce over the potatoes and mix.
Bake until potatoes are tender (about 1 hour).

Note: This dish can be varied by adding $\frac{1}{2}$ C. cheese to the sauce before putting it over the potatoes or by preparing hamburg patties and placing on the top before baking. Strips of bacon may also be added.

Macaroni and Cheese

$1\frac{1}{2}$ C. macaroni
2 C. medium white sauce
$\frac{1}{8}$ t. pepper

$\frac{3}{4}$ C. sharp cheese, grated or cut in small pieces.

Cook the macaroni according to the directions on the package.
Make the medium white sauce using the recipe given below.
Add the cheese to the sauce and stir until the cheese melts.
Put the cooked macaroni in a buttered baking dish; pour the sauce over the macaroni. Bake in a preheated oven (350°) for 25 to 30 minutes.

Note: Buttered crumbs may be spread on the top of the dish before baking.

Medium White Sauce (used for macaroni and cheese and as a base for creamed soups of all kinds).

2 C. milk
3 T. butter or margarine
1 t. salt
4 T. flour

Melt butter in the top of a double boiler or in a saucepan.
Add salt and flour. Stir to make a paste.
Gradually add the milk, which has been scalded, stirring constantly.
Cook until it thickens.

Spaghetti is a favorite dish. Here is one recipe that can be used. There are many others.

Italian Spaghetti

1 lb. ground beef
$\frac{1}{2}$ C. bread crumbs
1 egg
$\frac{3}{4}$ t. salt
$\frac{1}{4}$ t. pepper
1 #2 $\frac{1}{2}$ can tomatoes
1 C. tomato paste
1 C. cream of tomato soup
4 T. shortening or cooking oil
2 medium onions (finely cut)
2 T. chopped parsley (optional)
2 sticks celery (chopped)
2 cloves garlic, minced
1 green pepper, chopped (optional)
Parmesan cheese

Make small meat balls with the meat, salt, pepper, crumbs, egg, onion and garlic.
Brown in the cooking fat or oil.
Add the chopped pepper, celery, tomatoes, and the tomato paste.
Simmer for at least an hour and a half.
Add water to keep from going dry, if necessary.
Serve with 1 lb. of spaghetti cooked according to the directions on the package.
Sprinkle with Parmesan cheese.

Meat Loaf

$1\frac{1}{2}$ lbs. ground meat
1 C. course bread crumbs
1 medium-sized onion
1 t. salt
$\frac{1}{8}$ t. pepper
1 egg

Place the meat in a bowl.
Add crumbs, salt, pepper, onion cut in very fine pieces, and the egg.
Mix thoroughly with a fork.
Shape into a loaf and bake in a 350° oven for two hours.
Add 1 C. water to the pan before baking.

Note: This same recipe may be used to make hamburg patties.

Creamed Hamburger

Brown $1\frac{1}{2}$ lbs. hamburger in 2 T. fat.
Add 2 C. milk, 1 t. salt, $\frac{1}{8}$ pepper and heat until it begins to boil.
Make a paste with 4 T. flour and $\frac{1}{4}$ C. milk.
Add and stir into the meat mixture. Cook until thick.

Bacon or Ham and Cabbage

Cut bacon into 1" cubes or boil a ham bone until tender.
Cut cabbage into large chunks (about $\frac{1}{4}$ of a head in each piece).
Boil just until the cabbage is tender. (It should not take more than 15 to 20 minutes).
Raw potatoes may be added to this, too.

Beef and Kidney Pie. This recipe can be used for stew and dumplings by cooking the meat on the burner until tender.

1 lb. chuck beef cut in 1" cubes
1 beef kidney, about 1 lb.
$\frac{1}{4}$ C. flour
1 t. salt
$\frac{1}{8}$ t. pepper
$\frac{1}{4}$ C. melted shortening
$1\frac{1}{4}$ C. water
$\frac{1}{4}$ C. catsup
3 medium sized potatoes, cut in $\frac{1}{2}$ in. cubes
3 carrots; cut in slices
2 medium sized onions; cut in pieces

For the pie use the recipe for biscuit.
Wash kidney thoroughly in cold water; remove outer membrane, split through the center and remove large tubes and fat.
Soak for 1 hour in 1 qt. of water to which 1 T. salt has been added.
Drain and cut crosswise in $\frac{1}{4}$ inch slices.
Prepare the vegetables.
Dredge the beef in flour, saving the remaining flour for the gravy.
Heat the shortening in a heavy skillet or covered saucepan.
Brown the beef, stirring occasionally; add kidney and brown.
Blend remaining flour, catsup, salt and pepper with water and add to the meat mixture.
Cover and cook for thirty minutes for the pie or until the meat is tender for the stew.
Add the vegetables and cook until the vegetables are cooked.
If a pie, pour into a $2\frac{1}{2}$ to 3 qt. casserole.
Prepare a biscuit mix, top meat with the mix and bake in a preheated oven (400°) for 25 to 30 minutes.
If for a stew, dumplings may be added or it may be served plain.

PUDDINGS

Raisin Rice Pudding

6 servings

1½ C. water
⅓ C. rice
½ t. salt
3 eggs
¼ C. sugar
Sprinkle of nutmeg
⅓ C. seeded raisins
2½ C. milk

Salt the water and bring to a boil in a sauce pan.
Add rice gradually and when the water begins to boil again, turn down the heat.
Cover and cook until the rice grains are tender. Test by biting a rice grain.
Stir with a fork very carefully, if necessary.
Set the oven at 350°.
Butter a baking dish or custard cups.
Beat the eggs slightly with a fork; add sugar, nutmeg, and raisins.
Stir in the milk. Add the cooked rice and blend thoroughly.
Pour into the baking dish.
Place in a pan of boiling water and bake until a knife inserted in the middle of the dish comes out free of the egg and milk mixture.

Bread Pudding

5 slices bread (a good way to use dry bread)
1 qt. or 4 C. milk
4 eggs
½ C. sugar
½ t. salt
1 t. vanilla
2 T. butter or margarine

Set the oven at 350°.
Grease a baking dish with butter or margarine.
Beat the eggs slightly with a fork.
Add the milk, sugar, and the salt.
Mix well.
Add the broken slices of bread.
Place in a pan of boiling water and bake until firm.

Fresh Peach Cobbler

3 C. peeled sliced peaches
1 C. sugar
1 C. water
1 T. cornstarch
1 T. cold water
1 T. butter or margarine
½ t. cinnamon

Method:
Set the oven at 400°.
Heat the peaches, sugar, and water.
Blend the cornstarch and 2 tablespoons of the water and add to the peaches.
Cook about 5 minutes.

For Biscuit Dough

1 C. sifted flour
½ t. salt
1½ t. baking powder
3 T. fat
⅓ C. milk

Place the peaches in the bottom of a baking dish; dot with butter and cinnamon.
Prepare the biscuit dough. Drop the biscuit mixture on the top of the peaches.
Bake for 30 minutes or until brown.
Serve hot with milk and sugar.

Chocolate Pudding

5. T. cornstarch
¾ C. sugar
6 T. cocoa
Pinch of salt
3 C. milk

Mix the cornstarch, sugar, salt, and cocoa in a saucepan or the top of a double boiler.
Add enough cold milk to make a paste.
Scald the balance of the milk.
Add gradually, stirring constantly to the paste mixture and cook until it thickens. Add 1 t. vanilla. Cool and serve.

Cornstarch Pudding (This is also a very good filling for a cream pie or cream puffs.)

2¼ C. milk
½ C. sugar
⅓ t. salt
2 T. cornstarch
¾ T. flour
2 egg yolks or 1 whole egg
¾ T. butter
1 t. vanilla

Scald 2 C. milk.
Mix in the top of a double boiler or a saucepan the sugar, salt, cornstarch, flour, and ¼ C. cold milk. Add the eggs and mix thoroughly.
Add scalded milk, stirring constantly, and cook until thick and free from a starchy taste. Add vanilla and butter.
Cool and serve.

COOKIES

Oatmeal Cookies

- 2 eggs
- ½ C. milk
- 2 C. raw rolled oats
- 1¾ C. sifted all-purpose flour
- 1 t. baking powder
- ½ t. salt
- 1 t. soda
- 1 t. cinnamon
- ½ t. ground cloves
- ½ t. allspice
- 1 C. raisins
- ½ C. nuts may be added

Set oven at 350°.
Lightly grease the baking sheets.
Cream the shortening, sugar, and eggs together.
Add milk and oats and blend well.
Mix and sift the flour, spices, baking powder, soda, and salt.
Add the flour mixture to the creamed mixture and blend well.
Add the raisins and nuts, if used. Mix well.
Drop by spoonsful on the greased baking sheet.
Bake for 10 to 12 minutes or until a delicate brown.

Peanut Butter Cookies

- 2 C. all-purpose flour
- 1½ t. baking powder
- ½ t. salt
- ½ C. peanut butter
- 2 T. margarine
- 1 C. brown sugar
- ¼ C. white sugar
- 1 egg
- 1 t. vanilla
- ⅓ C. milk

Set the oven at 375°.
Cream the shortening, peanut butter, sugar, eggs, and vanilla together.
Mix and sift the flour, baking powder, and the salt together.
Add to the creamed mixture with the milk and mix well.
Chill dough if possible.
Roll into a ball a small amount of the dough. Place on a slightly greased baking sheet. Press with a fork to flatten the cookies.
Bake 8 to 10 minutes or until brown.

PASTRY AND PIES

PASTRY

2 crust 9 inch pie

- 2 C. sifted all-purpose flour
- $\frac{3}{4}$ t. salt
- $\frac{2}{3}$ C. shortening
- 3½ t 4 T. cold water

Sift flour and salt together; cut in the shortening until mixture resembles coarse meal.
Gradually blend the water in mixture. Use as little water as possible to prevent tough crust.
Gently press the dough into a ball and knead two or three times.
Divide dough in half (if there is a refrigerator available place in refrigerator for a few minutes before rolling).
Rub a small amount of flour on the board or table and on the rolling pin (a glass jar may be used if there is no rolling pin available).
Roll dough to fit pan. Always use a light touch.

Cherry Pie

- 1-recipe of pastry
- 2 C. red pie cherries
- 1 C. cherry juice
- 1¼ C. sugar
- 4 T. cornstarch
- 6 T. water

Fresh cherries may be stewed and used for this pie.
Boil sugar and juice for one minute.
Mix cornstarch and water together; add to juice, cook and stir until thick.
Add cherries and cool.
Fill pie, cover with a crust and bake in a hot oven until crust is brown.

Apple Dumplings

1-recipe pastry
6 medium tart apples
$\frac{1}{4}$ C. brown sugar
$\frac{1}{8}$ t. salt
1 t. cinnamon
3 T. butter or margarine

Prepare the pastry and chill if possible.
Roll to $\frac{1}{8}$ inch thickness.
Cut in 6 inch squares.
Mix $\frac{1}{4}$ C. brown sugar, the salt, and the cinnamon together.
Wash and pare thinly 6 apples. Remove the core.
Turn oven to 450°.
Place an apple on each square. Put a small amount of the margarine on the apple. Sprinkle with a part of the sugar mixture.
Moisten edges of pastry squares with water. Fold corners to center; press edges together.
Place on a baking sheet or in a pan and bake until brown and the apples are tender.

Apple Pie

1-recipe pastry
4 C. apples (about 6)
$\frac{3}{4}$ C. sugar (if apples are very tart more sugar will be needed)
$\frac{1}{2}$ t. cinnamon or nutmeg
2 T. flour
2 T. butter or margarine

Pare, core and slice apples. Mix with sugar, cinnamon and flour.
Dot with butter after placing in the lined pie shell.
Place on the top crust.
Cut dashes to let out steam.
Bake about 45 minutes.

Cream Pie

- ½ pastry recipe
- 5 T. sifted all-purpose flour
- ⅛ t. salt
- ½ C. sugar
- ¼ C. cold milk
- 1½ C. scalded milk
- 3 egg yolks, beaten
- 1 t. vanilla

3 egg whites for the meringue (cracked eggs are usually available at a greatly reduced price).
Line pan with pastry, and bake.
Make sure that the crust is punched at various places before baking, to prevent blisters.
Mix flour, salt, and sugar; add cold milk; slowly add scalded milk, stirring constantly.
Cook over a low heat until thickened.
Add egg yolks and stir well.
Remove from the heat; add vanilla when cooled.
Pour into cooled pie shell and cover with meringue.
Brown in the oven.

Meringue

- 3 egg whites
- 3 T. sugar
- ½ t. vanilla

Beat egg whites until stiff.
Add sugar gradually and beat until meringue will stay in peaks but is still moist in appearance.
Add vanilla.
Place on pie and brown in a 450° oven. This takes a very short time so must be watched very carefully.

CUP CAKES

2 C. all-purpose flour
2½ t. baking powder
¼ t. salt
1 C. sugar
¼ C. shortening
¾ C. milk
1 egg
1 t. vanilla

Sift and measure the flour; add baking powder, salt, and sift.
Turn the oven to 375°.
Cream the shortening, sugar, and vanilla together.
Grease muffin tins slightly.
Add egg to shortening and beat well.
Alternate flour and milk to the shortening mixture and blend.
Fill muffin tins half full and bake in a moderate oven.
Bake for 25 minutes.
Cool on a rack and sprinkle with powdered sugar.

CHOCOLATE FUDGE FROSTING

2 squares bitter chocolate or 6 T. cocoa and 1 T. butter
2 C. sugar
⅓ C. dark corn syrup
2 T. margarine
½ C. milk
½ t. vanilla

Cut chocolate or place the cocoa and butter in a small sauce pan.
Add sugar, syrup, margarine, and milk. Mix.
Boil 3 to 5 minutes or until a little frosting forms a soft ball when dropped into cold water.
Remove from the heat; add vanilla, and beat until thick enough to spread on the cake.
Makes enough for a two-layered cake or a large sheet cake.

BUTTER CREAM FROSTING

1 C. sifted confectioner's sugar
2 T. butter or fortified margarine
¼ t. salt
½ t. vanilla
1 T. cream or rich milk

Cream butter or margarine until soft and smooth.
Sift 1 C. confectioner's sugar, sugar, the salt.
Add gradually to the creamed butter and blend well.
Moisten the creamed mixture with just enough cream or top milk to make a smooth and easy spreading frosting.

Variation: To make a chocolate cream frosting, add 3 T. cocoa to the creamed mixture, adding as much extra cream as necessary to get the right consistency for spreading.

NEVER-FAIL FROSTING

2 egg whites
1 C. sugar
5 T. water
¼ t. salt
¼ t. cream of tartar
1 t. vanilla

Note: This frosting remains moist; will not harden. Enough for a two-layered cake.

Place sugar, salt, cream of tartar, and water into a small pan; stir well, and bring to a rolling boil over a moderate heat.
Put egg whites into a small bowl. Beat vigorously, adding the syrup gradually.
Add vanilla and beat until of spreading consistency.

BIBLIOGRAPHY

This list of materials may be of value in presenting the homemaking course to migrant girls.

Many manufacturers and distributors of food and other products used in the home, publish booklets and charts that may be had upon request. These can be ordered in quantities large enough for distribution to the entire group. Other material is available for a small fee.

These materials need to be wisely selected, taking into consideration the age, interests, and abilities of the members of the group. If chosen carefully, they may be used as motivation for learning. Children and many adults are especially interested in brightly colored pictures and almost anything they can carry home as possessions.

Some magazines are listed. The Forecast, What's New in Home Economics and Practical Home Economics have a coupon section in the back of each issue. These coupons may be used to send for much of this material. Other booklets will be sent upon written request.

REFERENCES

MAGAZINES

Forecast, Forecast Publishing Company, 6 E. 39th Street, New York

What's New in Home Economics, The Reuben Donnelly Corp.
305 E. 45th Street, New York, New York

Practical Home Economics, Lakeside Publishing Company,
468 Fourth Avenue, New York

Magazines, such as Better Homes and Gardens, Seventeen, American Home, Good Housekeeping, and others may be very interesting and helpful to the teacher and the girls.

PAMPHLETS, LEAFLETS, and CHARTS

Most of this educational material will be sent free upon request. A small fee may be charged for some. The sources of these materials are listed below.

Superintendent of Documents. Government Printing Office,
Washington, 25, D. C.

Department of Agriculture. Extension Service; County

Agriculture and Home Demonstration, as well as 4-H club Agents, are usually happy to supply very useful material.

National Dairy Council, 111 N. Canal Street, Chicago, Ill.

Household Finance Corp., 919 N. Michigan Avenue, Chicago, Ill.

American Meat Institute, 59 E. Van Buren Street, Chicago, Ill.

Institute of Life Insurance, 488 Madison Avenue, New York, New York.

Maltex Company, Burlington, Vermont

The Borden Company, 350 Madison Avenue, New York 17, New York

Proctor and Gamble, Ivorydale, Ohio

Johnson's Wax, Racine, Wisconsis

National Canners Association, 1133 20th Street, N. W., Washington 6, D. C.

Home Service Department, Corn Products Refining Company,
17 Battery Place, New York 4, New York

Libby, McNeill, and Libby, Chicago 4, Ill.

Swift and Company, Chicago, Ill.

General Mills Inc., 400 Second Avenue, Minneapolis, Minn.

General Foods Corporation, 250 Park Avenue, New York, New York

Good Housekeeping Institute, 959 Eighth Avenue, New York, New York

The Dow Chemical Co., Speciality Products Division,
1st and Water Streets, Bay City, Mich.

J. C. Penny Co., Inc., 330 West 34th Street, New York, New York

Spool Cotton Company, 745 Fifth Avenue, New York, New York

Simplicity Patterns Company, 200 Madison Avenue, New York, New York

Ralston Purina Company, 835 South 8th Street, St. Louis, Missouri

Bristol Meyers Company, Hillside, New Jersey

Science Research Associates, 57 W. Grand Avenue, Chicago, Ill.

Sealtest Laboratory Kitchen, 230 Park Avenue, New York, New York

Wesson Oil and Snowdrift Sales Co., 210 Baronne Street, New Orleans, La.

REFERENCES FOR TEACHERS' READING

McDermott, Trilling, Nicholas. Food for Better Living
J. B. Lippincott Co.

Lewis, Peckham, Hovey. Family Meals and Hospitality
The MacMillan and Co.

Rhodes and Samples. Your Life in the Family
J. B. Lippincott Co.

Smart and Smart. Living in Families
Houghton Mifflin Co.

Ahern. Teenage Living
Houghton Mifflin Co.

Baxter, Justin, Rust. Sharing Home Life
J. B. Lippincott Co.

Morton, Ruth. The Home and its Furnishings
McGraw Hill Co.

Oerke, Bess V. Mealtime
Charles A. Bennett Co.

REFERENCES FOR THE GIRLS

Some of the books listed above may be used by the girls. The teacher will have to determine the ones suitable for the particular age group with which she is working.

McDermott and Nicholas. Homemaking For Teenagers, Book 1 and 2
Charles A. Bennett Co.

Baxter, Justin, Rust. Our Share in the Home
J. B. Lippincott Co.

Jones and Burham. Junior Homemaking
J. B. Lippincott Co.

Calvert and Smith. First Course in Homemaking
Turner E. Smith Co.

Hurlock. Child Care and Development
McGraw Hill Book Co. Inc.

ADDRESSES FOR BOOK COMPANIES

Charles A. Bennett Co., 237 Monroe Street, Peoria, Illinois

Houghton Mifflin Co., 2 Park Street, Boston 7, Mass.

J. B. Lippincott Co., 33 West Lake Street, Chicago 6, Illinois

MacMillan and Co., 60 Fifth Avenue, New York 11, New York

PROGRAM WITH THE BOYS

To give the migrant an opportunity to make the best use of facilities available, to help him gain some knowledge of good homemaking, and to help him develop more self-confidence.

To provide activities that will help to:

> Develop basic skills in the use of tools and materials
>
> Give outlets for self-expression and creative effort
>
> Provide opportunity for constructive thinking and problem solving
>
> Develop good habits and desirable social attitudes

To help migrants to become more resourceful in selecting, buying and using materials and services.

To provide those experiences which will encourage migrants to:

> Explore the various kinds of community resources for educational and vocational guidance
>
> Learn to do simple home and auto mechanic tasks
>
> Develop safe work habits and safety consciousness at home, while working, and in the community

SAFETY AND FIRST AID

Objectives

To teach good safety habits

To develop constructive thinking in caring for one's self and in giving first aid when needed

Safety

Safety at home

Prevention of:

- falls
- burns and scalds
- asphyxiation
- cuts and scratches

Safe use of electricity

Other home hazards

Safety in the community

Safety while:

- playing
- in the water
- walking
- working

Safety on the street and highway

Precautions for:

- pedestrians
- truck, tractor, bus and automobile riders
- children playing with wheel toys
- bicycle riders
- drivers of automobiles

Safety in other means of transportation

Safety on the farm

First Aid

First Aid Kits for:

- the home
- community needs
- the farm and other work
- the automobile

The Golden Rules of First Aid

- transportation
- shock
- bleeding
- stoppage of breathing
- fracture

Community Aids

- local telephone
- police
- doctor
- nurse

HOME MECHANICS

Specific Objectives for 6 to 10 Year Old Boys

To:

Develop some skill in the use and care of common woodworking and other useful tools for home repairs

Explore the characteristics and limitations of wood and some products used with wood in home repairs

Develop safety habits while using tools in making home repairs

Develop some knowledge and interest that may lead to a vocational pursuit in woodworking and mechanics

Tools and Equipment for Woodworking and Repairs

Rule (carpenters)
Try square
Hand saw #10
Compass saw
Hack saw and back saw
Framing square
Files and rasp
Claw or nail hammer
Brace and hand drill with drill bits
Nail set
Level
Plumb bob
Chalk line
Wood chisels
Axe or hatchet
Wrecking bar
Shovel
Hoe
Saw horses
Pencils
Block plane
Jack plane
Sliding T bevel
Scribe
Tin snips (straight snips)
Tack hammer
Auger bits

Materials and Supplies

- Lumber
  - Pine
  - Plywood
  - Good scrap wood
- Nails, tacks and staples
- Sandpaper
- Hardware supplies
  - Door springs
  - Screen wire
  - Door handles
  - Door latches and hinges
  - Wood putty
- Finishing supplies
  - Paint and brushes
  - Steel wool
  - Scrap cloth
  - Turpentine and alcohol

Skills and Processes Learned in Projects

How to:

- Plan intelligently
- Use:
  - Measuring tools accurately: roll-up, folding, etc.
  - Squares properly: try and framing
  - Holding devices
  - Saw horses
  - Files and rasps
  - Hand drill and brace with bits (auger)
- Saw with crosscut saw, back saw and compass saw
- Clean files with file brush

Assemble parts with nails and screws

Set, draw, and clinch nails

Select and use sandpaper

Do simple finishing: painting, shellacking, varnishing

Clean and care for tools and brushes

Related Information

Information concerning:

Purchasing or shopping
Lumber
Kinds of materials needed

Types and uses of files and rasps

Grades and uses of abrasives

Types of simple fasteners

Types of finish

Suggested Projects

Repairing doors of cabins

Simple furniture such as small tables that can be carried in the truck

Flower boxes

Window screens

HOME MECHANICS

Specific Objectives for 10 to 17 Year Old Boys

To develop:

Understanding and appreciation of good woodwork and home repairs

Skill in planning procedures, making simple sketches of needed projects for the home

Skill in the use of woodworking and useful tools for home repairs and house building

Good work habits

Tools and Equipment

Same tool list as that listed for 7 to 10 year old boys

Plumbing

- Plunger
- Snake for removing obstructions in pipe
- Pipe cutters, reamers, wrenches
- Pipe stock and dies, pipe taps

Electrical

- Soldering gun
- Electric testers
- Electrician's snake
- Electrician's screwdrivers
- Wire stripper
- Pliers for electrical work

Wood Finishing

- Wood scrapers
- Wire brushes
- Wall paint brushes - rollers

Drawing and Sketching

- 12" rule
- Measuring tape

General Items

- Glass cutter
- Pocket knife
- Knife sharpener
- Stapling gun
- Tack hammer (magnetic)

Materials and Supplies

Materials and supplies vary according to the types of projects being undertaken so they should be purchased at the time they are needed.

Projects

Woodworking

Figure out type and amount of lumber needed

Use woodworking tools for general repairs and building

Fasten pieces of wood with corrugated fasteners, screws, nails

Attach corner plates, braces, mending plates, shelf brackets, hooks, eyes, etc.

True up a sagging or binding door, adjust doorstops and catches, adjust and replace door knobs

Adjust binding or sticking windows, replace broken glass

Repair and care for flooring

Hang shelf and wall cabinets

Set hinges and various types of catches

Attach hasps for padlocks

Put handles in hammers, axes, and other hand tools

Install:

- screening in doors and windows
- screen patches
- wall section, using studs and wall boards

Repair wooden steps, step ladders, etc.

Make the following:

- Work benches
- Saw horses
- Miter box
- Nail box
- Windows
- Window and door screens
- Flower boxes
- Clothing racks

Plumbing

Repair leaking faucets

Tighten loose connections

Cut and thread pipe

Replace or adjust tank ball and ball-cock in water closet

Remove obstruction from toilet bowl and sewer lines using snake and plunger

Clean drain traps and pipes

Shut off water supply and drain pipes

Install drain pipes

Electricity

Wire up or repair lamps

Make up or repair extension cords

Make various electrical splices

Test and replace fuses

Learn location and use of main switch circuit breaker

Select right kind and size of wires for different purposes

Do simple house wiring

Install or replace:

- a switch
- convenience outlet
- wall or ceiling fixture

Repair small electrical appliance and lubricate

Repair flashlight

Teach first aid for electric shock

Wood Finishing

Mix paints and match colors

Finish unpainted furniture

Do interior and exterior painting

Prime and paint plaster walls and sheetrock walls

Remove and apply wallpaper

Care for paint brushes and surplus paints

Wax and polish floors and furniture

Make Simple Working Drawings

Miscellaneous Tasks

Replace broken glass

Glaze a sash; replace loose putty

Adjust a window

Do roof patching

Lubricate various appliances, moving parts, hinges, catches, locks, etc.

Repair or replace broken clothes lines

Wrap and tie parcels

Repair baby carriages, bicycles, etc.

Learn names and functions of parts of a house

PROGRAM WITH THE MEN

Most of the men in the camps take a great deal of interest in the program activities. They are a big help in encouraging the boys to take part in the program. Many times the men like to look on during the demonstration period and often share in the question and answer sessions.

Men who take part in the daily classes can be appointed as leaders or helpers. This gives them a chance to take an active part and places them on a slightly higher level than the boys.

One evening a week can be used as "adult night." The adults of the camp come to classes and take part in the program with their children. The men are interested in discussing such things as auto mechanics, wages, social security, health problems, recreation, community laws, Boy Scout leadership, First Aid and safety.

When adults are encouraged to work in the program they begin to take on a new interest in their surroundings. They soon want to improve their living quarters and ask for help or suggestions to make their quarters more comfortable. They become very much pleased with themselves when they realize they can use their hands to create and construct.

The outline for boys ranging in age 10 to 17 (Home Mechanics) can be followed in the men's program.

SUGGESTED MATERIALS AND EQUIPMENT

First Aid and Safety Kit

- Soap, towel, wash cloth
- 2" roll bandage
- 1" roll bandage
- 1" adhesive tape
- $\frac{1}{2}$" adhesive tape
- Triangular bandage
- 3" x 3" sterile pad
- Tube of petrolatum
- Bottle of bactine
- Antiseptic cream
- Anacin or aspirin
- Borax
- Scissors
- Tweezers
- Cotton
- Safety pins
- Needles
- Thread and string
- Sterile mineral oil for eyes in dropper bottle
- Paper cups
- Calamine lotion
- Pocket knife
- Sheeting
- Blanket
- Flashlight
- Rubbing alcohol
- First Aid Instruction Booklet
- Boy Scout Handbook

Hand Tools

- Wood planes
  - Block
  - Smoothing
  - Jack
- Level
- Try square
- Framing square
- Carpenter's zig zag rule
- Measuring tape 6'
- Yardstick
- 12" rule
- Sliding T-bevel

- Saws
  - Hacksaw 10"
  - Compass
  - Back
  - Hand, 10 point crosscut
  - Hand, 8 point (rip)
- Hammers
  - 14 and 16 ounce claw
  - Tack
- Small nail bar or nail puller
- Screwdrivers, different sizes
- Bit brace (sweep) ratchet
- Auger bits (all sizes)
- Wood chisels - various sizes
- Hand drill and bits (all sizes)
- Wood files
  - flat
  - half round
  - wood rasp
- Wire cutting pliers
- Nail sets of all sizes
- Pocket knife
- Wood mallet
- Tool box
- Saw horses
- Miter box
- Hardware
  - Wood screws - various sizes
  - Hinges, door and screen door
  - Latches and handles
  - Screen wire
  - Corner braces
- Lumber
  - Assorted - 1" thick
  - Plywood (different thicknesses)
- Heavy duty 50' extension cords with light bulb attachment

Other Equipment

- Blackboard and chalk
- Water cooler
- Flashlights
- Insect spray
- Auto emergency mechanical equipment
- Notebooks and pencils
- Raincoat and umbrella
- Shovel
- Ax and hatchet
- Paint brushes
- Nails, brads, tacks - all sizes
- Wood vise - one that can clamp on saw horses

SUGGESTED TEACHING AIDS

This list of teaching aids is offered to help the instructor prepare a reservoir of material from which he may draw as the occasion arises.

Charts, Slides, Films, and Records

Manuals:

- Automobile and Truck Manufacturers
- Equipment Manufacturers

Booklets:

- Electrical Unit Manufacturers
- Agriculture and 4-H Agencies
- Department of Law and Public Safety
- Boy Scouts of America
- Portland Cement Association
  33 W. Grand Avenue, Chicago 10, Illinois
- Stanley Tools, New Britain, Connecticut
- Agriculture Extension Service A. & M. Colleges
- Sears, Roebuck & Company
- Popular Science and Mechanics
- Westinghouse Electric Corp.
- National Safety Association
- Oil Companies

Library of Leading Textbooks and Reference Books

Projectors - 35 m.m.

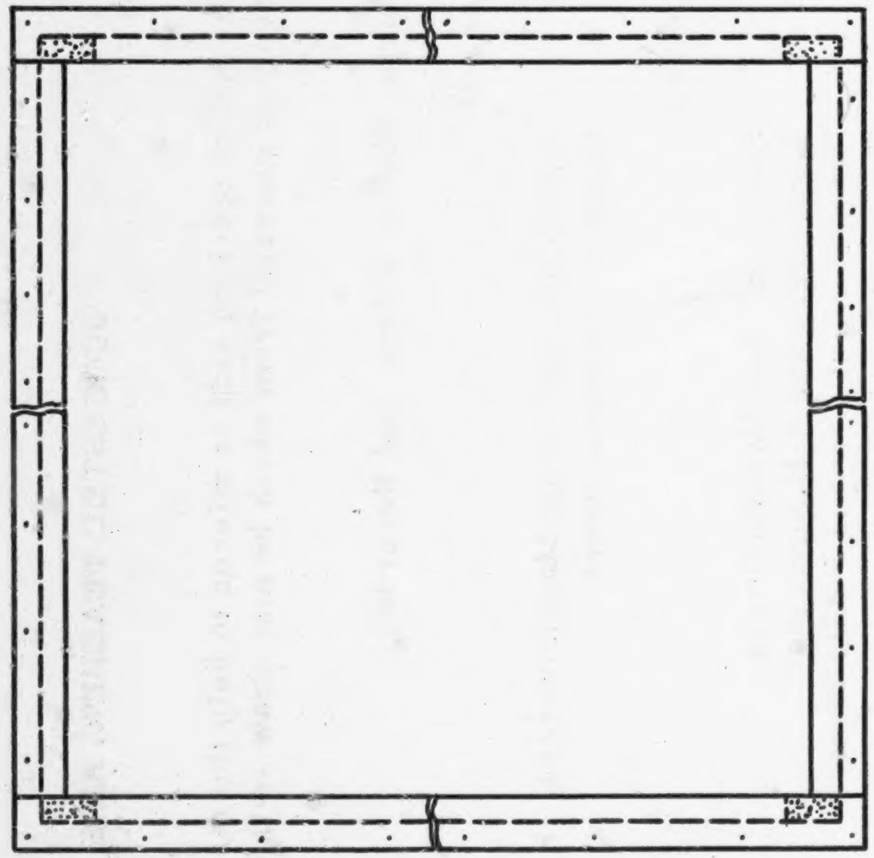
Projectors - 16 m.m. - sound

Record Player

Book - Wonderful World for Children, P. Cardozo (Names and addresses for free material)

Slides and Films:

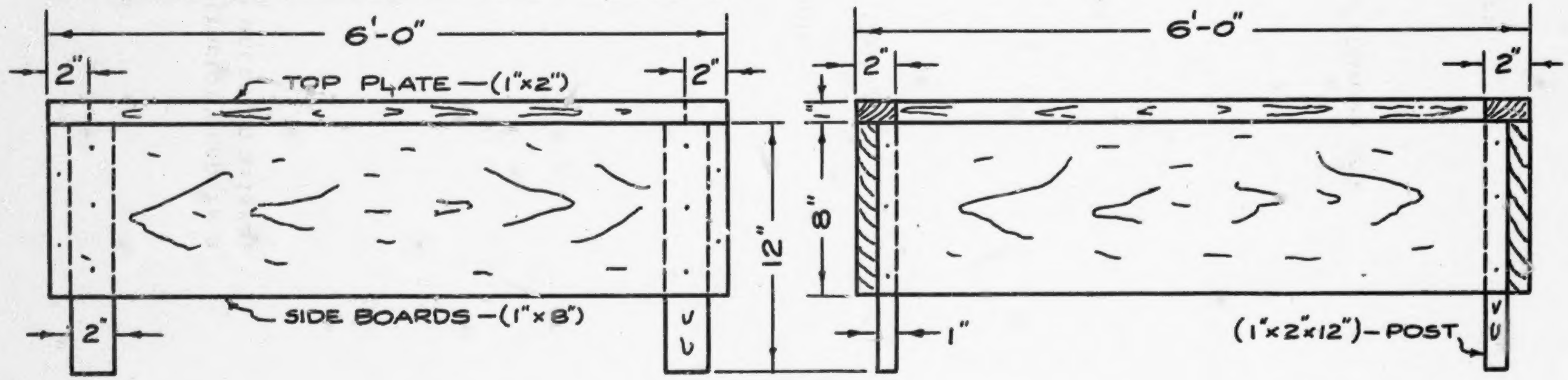
- Automobiles and Equipment Manufacturers
- Oil Companies
- State and National Safety Associations
- Boy Scouts of America
- Governmental Agencies
- Visual Aids Specialty Sources

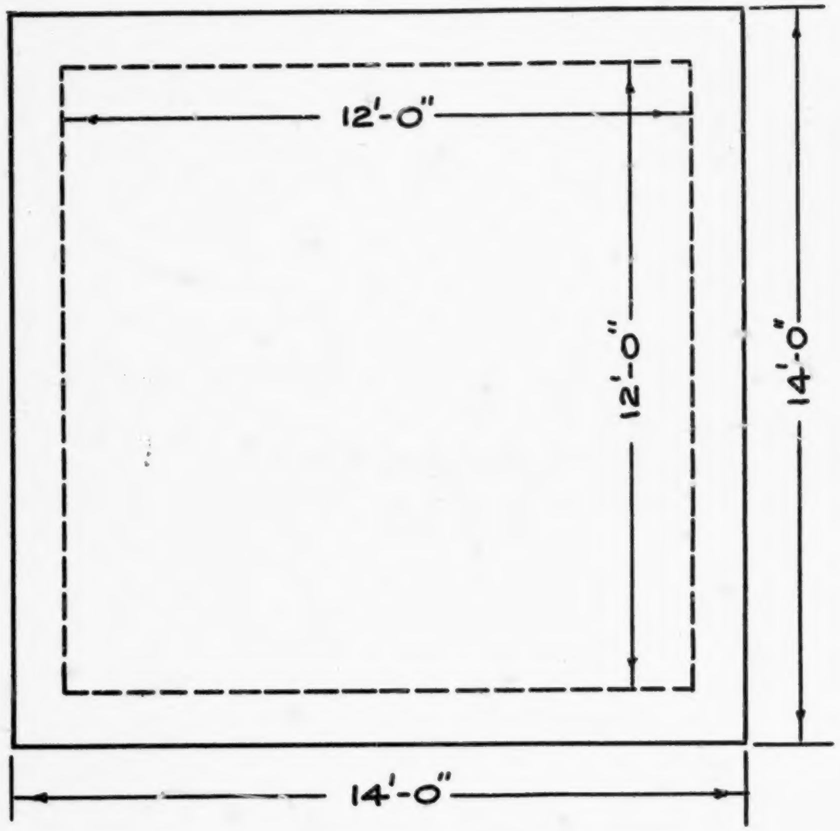


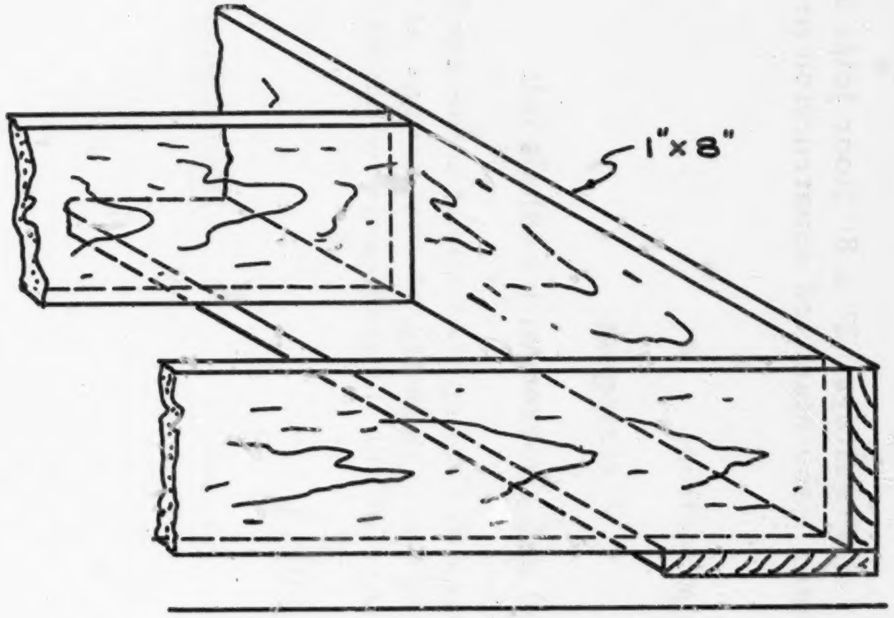
PARTS	SIZE	QUANTITY	LENGTH (FEET)
SIDE-BOARDS	1"x8"	4	6
PLATES	1"x2"	4	6
POSTS	1"x2"	4	1

FINISHING NAILS – 16D – 2 LBS.
COMMON NAILS – 5D – 2 LBS.

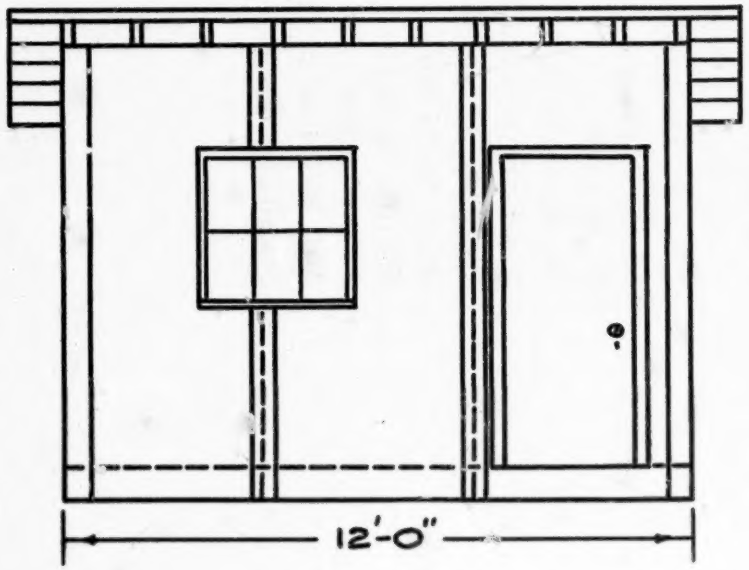
— PLAN — — OF — — SAND BOX —

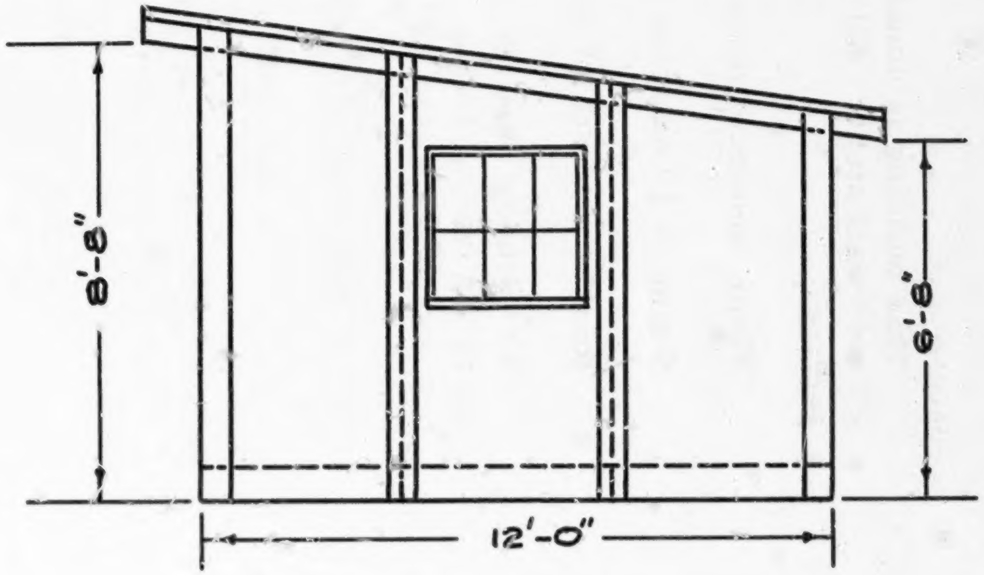

6'-0"
2"
2"
TOP PLATE —(1"x2")
SIDE BOARDS —(1"x8")
2"
12"
8"
1"
6'-0"
2"
2"
1"
(1"x2"x12")— POST


12'-0"
12'-0"
14'-0"
14'-0"



BOX SILL
— FOR —
FLOOR CONSTRUCTION





NO. 1 CONSTRUCTION DESCRIPTION

This building is constructed with 2" x 6" rafters, 2" x 8" floor joist and 2" x 4" wall studs. All are 16" on center - the standard construction procedure.

Floor construction is a box sill construction.

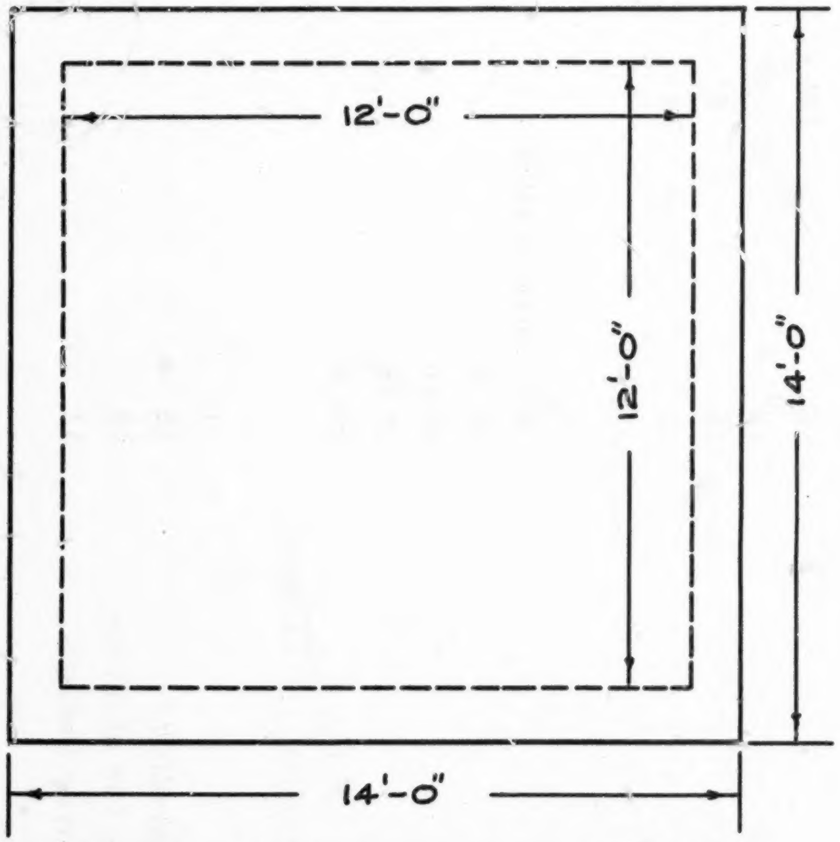
Siding is $\frac{1}{4}$" exterior plywood with 1" x 3" stripping.

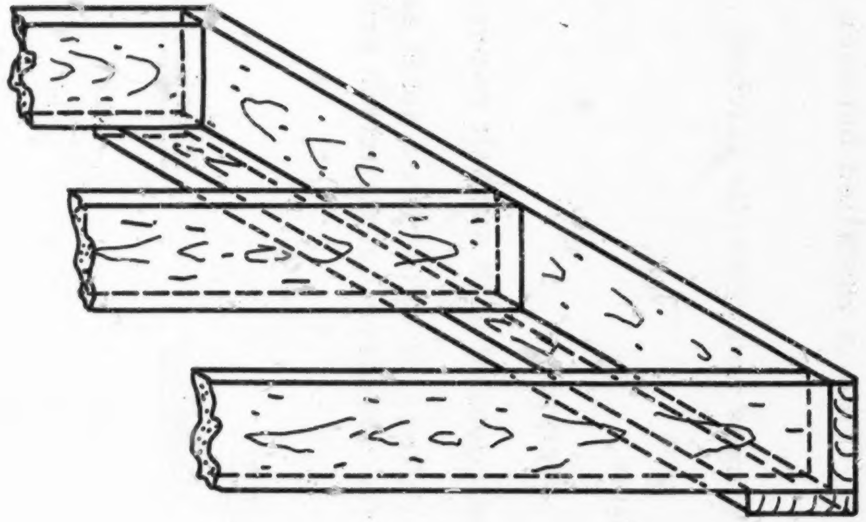
Roof is made of $\frac{1}{4}$" exterior plywood and covered with asphalt felt.

30" window on each side. Two hinges at the top that open inside and hook up to the ceiling joist. Each window has a screen frame that hinges at the top and hooks at the bottom. Screens are on the outside of the windows.

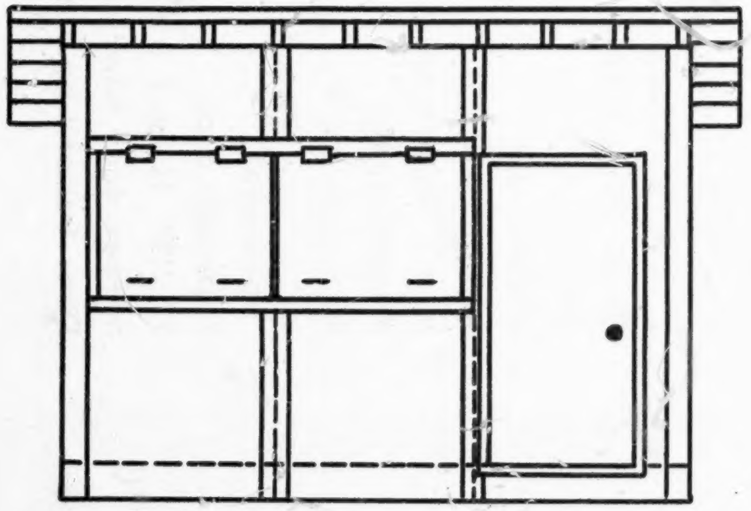
No. 1 Materials List for Framing Building

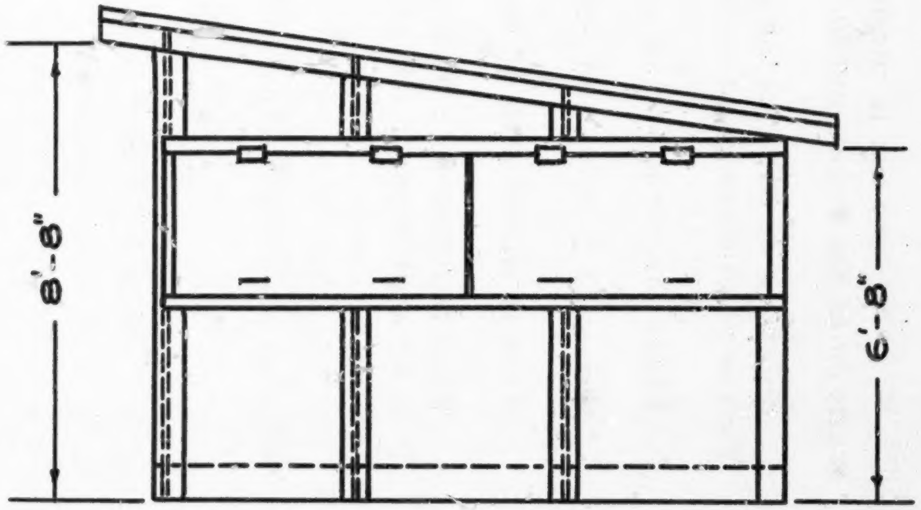
Material	Quantity	Dimensions
2" x 8" Floor joist	14	12'
2" x 6" Rafters	9	14'
2" x 4" Wall studs	10	6'
2" x 4" Wall studs	30	8'
2" x 4" Plate	4	12'
2" x 4" Sole plate	4	12'
$\frac{1}{4}$" Exterior plywood (on side surface of building)	18	4' x 8'
1" x 3" Stripping	16	8'
30 lb. Asphalt felt	1 roll	
Door trim	1	
Window trim	4	
8 d Common nails	10 lb.	
16 d Common nails	10 lb.	
Roofing tacks	10 lb.	
Stripping nails	10 lb.	
30" Window	4	
30" Window screens	4	
Standard door	1	


12'-0"
12'-0"
14'-0"
14'-0"



— BOX SILL —
— FOR —
FLOOR CONSTRUCTION





NO. 2 CONSTRUCTION DESCRIPTION

Ventilation vent is made from screen wire. This is installed between the rafters at the front and back of house.

Shutters on all 4 sides are installed with hinges and butterfly latches. Two screen door handles on each one.

Floor construction is a box sill construction.

Siding is $\frac{1}{4}$" plywood exterior with 1" x 3" stripping.

Roof is made with $\frac{1}{4}$" exterior plywood and covered with asphalt paper.

This building is constructed with 2" x 6" rafters, 2" x 8" floor joist and 2" x 4" wall studs. All are 16" on center - the standard construction procedure.

No. 2 - Materials for Framing 12' x 12' Building

Material	Quantity	Dimension
2" x 8" Floor joist	14	12'
2" x 6" Rafters	9	14'
2" x 4" Wall studs	20	6'
2" x 4" Wall studs	12	8'
2" x 4" Plates	16	12'
$\frac{1}{4}$" Exterior plywood	18	4' x 8'
1" x 3" Stripping	16	8'
1" x 3" Stripping	2	14'
30 lb. Asphalt felt	1 roll	
Door trim	1	
Shutter trim	8 (2 on each side)	
8d Common nails	10 lb.	
16 d Common nails	10 lb.	
Roofing tacks	10 lb.	
Stripping nails	10 lb.	
48' screen wire 36" wide (for shutter openings)		
Standard door	1	
3" "T" Hinges for shutters	16	
Screen door handles for shutters	32	
Door buttons or shutter buttons	32	

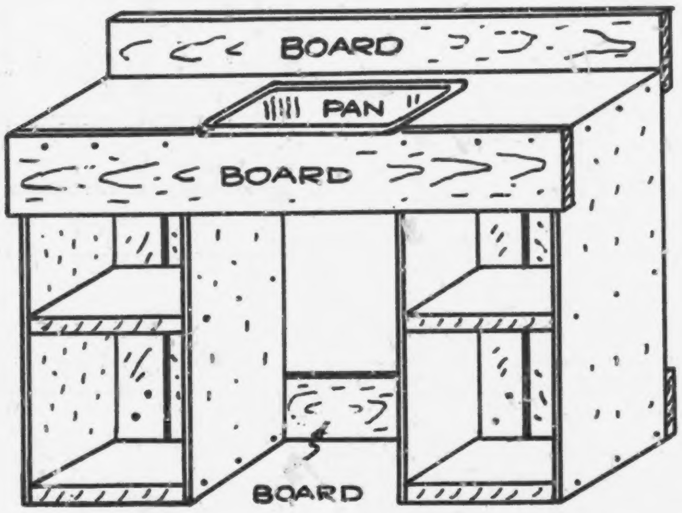
HOW TO MAKE A FUN-TO-GROW-ON UNIT

— ALL MEASUREMENTS ARE APPROXIMATE —

SINK:

MAKE A FINE SINK OUT
OF TWO ORANGE CRATES,
THREE BOARDS AND A PAN

(42" × 26" × 12")

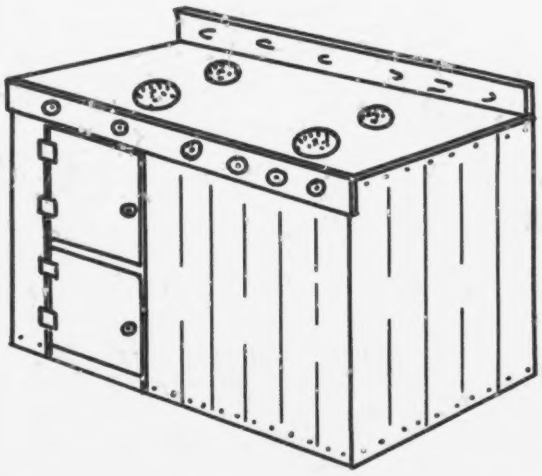


ENAMEL BAKING PAN WITH
INSIDE EDGE: (12" × 18" × 5½")

STOVE:

TWO WOODEN BOXES
OR ORANGE CRATES
SET IN FOR OVENS

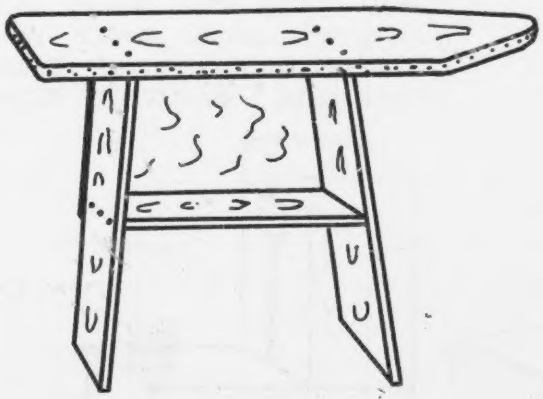
(26" × 23" × 18")



FASTEN WITH BOLTS
AND SCREWS FOR EASY
DISMANTLING.

IRONING BOARD:

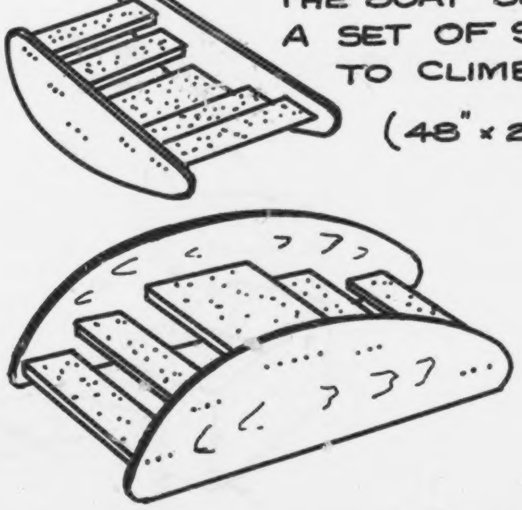
(30 × 22" × 8")



ROCKING BOAT:

TURNED UPSIDE DOWN
THE BOAT BECOMES
A SET OF STAIRS
TO CLIMB.

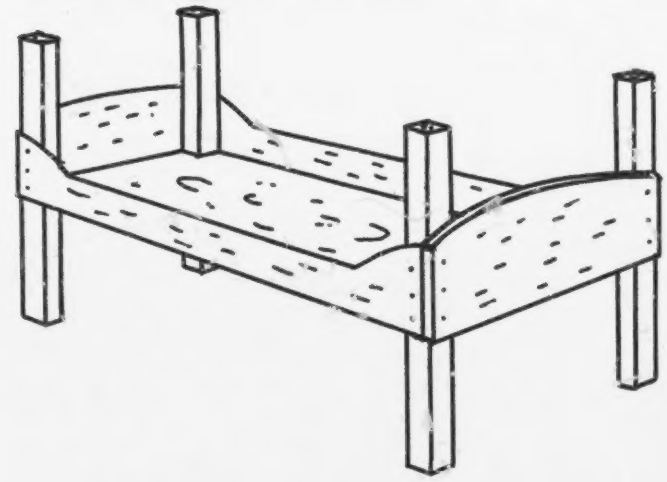
(48" × 24" × 13")



A DO-IT-YOURSELVES GROUP SERVICE PROJECT
—— FOR THE MIGRANT MINISTRY ——

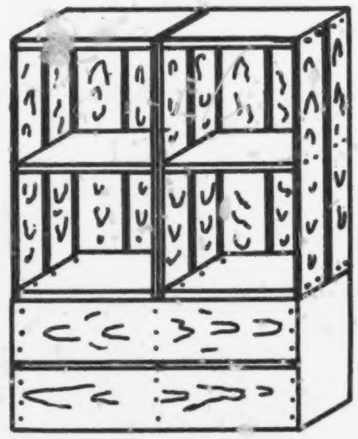
DOLL BED:

(31" x [illegible]5")
MAKE IT STRONG ENOUGH
TO HOLD A CHILD.



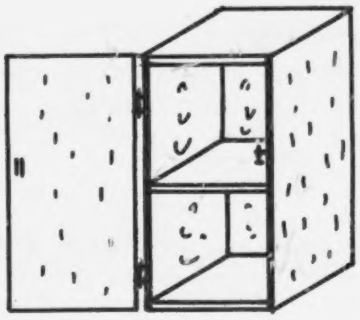
CUPBOARD:

(38" x 24" x 12")

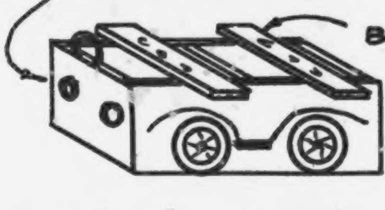


ICE BOX:

(38" x 12" x 12")

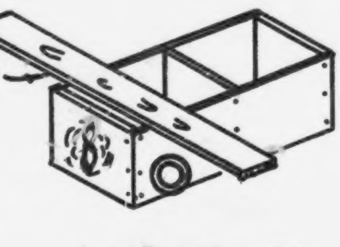


TRUCK:


TIN CANS ARE NAILED ON FOR HEADLIGHTS
BOARDS

(26" x 12" x 12")

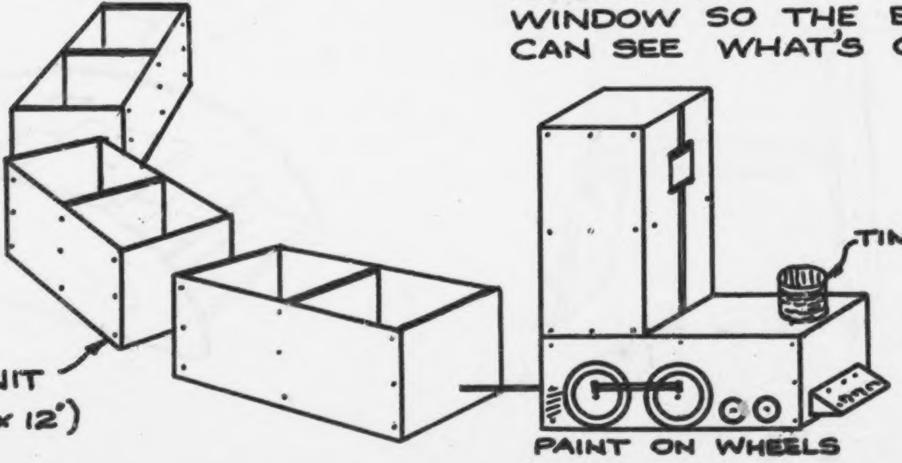
AIRPLANE:



(26" x 12" x 12")

ORANGE-CRATE TRAIN:

THE CAB OF THE ENGINE HAS DOORS AND AN OPEN WINDOW SO THE ENGINEER CAN SEE WHAT'S COMING.


TIN CAN
EACH UNIT (26" x 12" x 12")
PAINT ON WHEELS

BIBLIOGRAPHY FOR THE STUDENTS

The following booklets, magazines and pamphlets may be given to the students during the class periods.

ABC of Hand Tools - Their Correct Usage and Care
General Motors Corp., Detroit, Michigan

Better Homes and Gardens   Meredith Publishing Company

Boys Life   Published by the Boy Scouts of America

Building Concrete Farm Structures   Portland Cement Association
33 W. Grand Avenue, Chicago 10, Illinois

Demonstration Handbook   (Electric Program)
Westinghouse Electric Corporation, 306 4th Avenue, Pittsburgh 30, Pa.

Electrical Equipment You Can Build
Westinghouse Electric Corporation, 401 Liberty Avenue, Pittsburgh 30, Pa.

Electrical Farm Equipment You Can Build
Westinghouse Electric Corporation, 306 4th Avenue, Pittsburgh 30, Pa.

Electrical Information Especially for the Girls
Westinghouse Electric Corporation

Electric Project, Unit One - New Jersey 4H-148-A
Wm. G. Harden Extension Agent in Agricultural Engineering

Electric Wiring for Home or Farm   Sears, Roebuck & Company

First Aid Handbook   Boy Scouts of America

Handbook of Concrete Farm Construction   Portland Cement Association,
33 W. Grand Avenue, Chicago 10, Illinois

Home Health Emergencies   Medical Department,
The Equitable Life Assurance of the United States

Home Repairs   Boy Scouts of America, New Brunswick, New Jersey

Household Equipment - Its Care and Simple Repairs
Issued by the U. S. Department of Agriculture

How to Sharpen   Behr-Manning, Troy, New York

How to Sharpen - A Craftsman Handbook Sears, Roebuck & Co.

How to Use the Stanley Rafter Square Stanley Tool Co.

Masonry Boy Scouts of America, New Brunswick, New Jersey

Mechanix Illustrated Fawcett Publications, Greenwich, Conn.

Popular Science 355 Lexington Avenue, New York 17, New York

Power Primer General Motors Corporation, Detoit, Michigan

Science and Mechanics Science and Mechanics Publishing Co., 450 East Ohio Street, Chicago 11, Illinois

Stanley Tool Guide Stanley Tools, Division of the Stanley Works, Educational Department, New Britain, Conn.

The Square and Its Uses M. M. Romig, Industrial Arts Department, Washington High School, Portland, Oregon

Tractor Care Project - Unit A American Oil Company, New York, New York

Tractor Care Project - Unit B American Oil Company, New York, New York

4-H Woodworking - Members Unit, Project No. 120 Extension Service, College of Agriculture, Rutgers University, New Brunswick, New Jersey

BIBLIOGRAPHY FOR THE TEACHER

American Automobile Association, Sportsmanlike Driving
Washington, D. C. American Auto. Association, 1947

American Red Cross, First Aid Textbook. Philadelphia:
The Blakiston Company, 1945

American Red Cross, First Aid Textbook. New York:
Doubleday and Company, Inc. 1957

Boy Scouts of America, Boy Scout Handbook New Brunswick, New Jersey:
National Council, Boy Scouts of America. 1959

Boy Scouts of America, Handbook for Scoutmasters. New Brunswick, N. J.:
National Council, 1947

Boy Scouts of America, Scout Field Book. New Brunswick, New Jersey
Boy Scouts of America, 1957

Cobb, Hubbard, Your Dream Home. New York: Wm. H. Wise & Co. Inc. 1950

Cramlet, Ross C. Woodwork Visualized. Milwaukee:
The Bruce Publishing Co., 1954

Department of Law and Public Safety, Drivers' Manual. New Jersey, 1959

Douglass and Roberts. Units in Hand Woodworking. Wichita, Kansas:
McCormick-Mathers Publishing Company, 1946

Eisinger, Larry, Make Your Own Electrical Repairs. Greenwich, Conn.
Fawcett Books, 1951

Feirer and Groneman, General Shop. New York:
McGraw-Hill Book Company, Inc. 1956.

Groneman, Chris H., General Woodworking. New York:
McGraw Hill Book Company, Inc., 1955

Henning, Viola, Fun With Scraps. Milwaukee: The Bruce Publishing Co., 1947

Lush and Engle, Industrial Arts Electricity. Peoria, Illinois,
Manual Arts Press, 1946

Pascale, Gus V., Industrial Arts Teachers Guide for Elementary Grades.
New Brunswick, N. J.: Vocational Division, Curriculum Laboratory,
State of New Jersey

Townsend, Gilbert, Carpentry. Chicago. American Technical Society, 1947

Trott, Lona, Red Cross Home Nursing. Philadelphia:
The Blakiston Company, 1943

Whitney, Albert, Man and the Motor Car. Dallas: Banks, Upshaw & Co., 1947